



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM  
FACULTY OF ARTS**

**INDG 399.19 (L01)**

**Topics in International Indigenous Studies: Animal-Human Relationships – Blended  
approaches to sustainability  
Fall 2021**

<b>INSTRUCTOR:</b>	Adela Tesarek Kincaid, PhD
<b>EMAIL:</b>	atkincai@ucalgary.ca
<b>OFFICE HOURS:</b>	Virtually after class or by appointment (same zoom link as used on Fridays)
<b>COURSE DAY/TIME:</b>	M/W/F 10:00am – 10:50am
<b>DELIVERY METHOD:</b>	Synchronous web-based - zoom link posted through D2L
<b>COURSE PRE-REQUISITES:</b>	None
<b>RESEARCH COACHES:</b>	Nina Obiar
<b>EMAIL:</b>	ninamaikacla.obiar@ucalgary.ca

**COURSE DESCRIPTION**

This course focuses on the importance of animal roles by decolonizing academic, bioresource, and environmental perspectives toward animal-human relationships. Animals are positioned as equitable partners and blended approaches toward environmental sustainability are explored. Animal-human relationships or human-animal studies (HAS) have been studied through lenses of various disciplines (i.e. zoology, psychology, anthropology, biology, sociology) but rarely have they included an Indigenous Studies perspective. Indigenous studies provides an important and unique perspective on human-animal/wildlife interactions that has rarely been incorporated into HAS. This course will provide that missing perspective. Blended, parallel and transdisciplinary approaches will be incorporated into the course to provide a worldview that is holistic and interconnected.

**COURSE OBJECTIVES & LEARNING OUTCOMES**

The International Indigenous Studies Program has a range of capacities and critical thinking skills that our Majors will develop over the course of their degree. This course sets you on the pathway to achieving them.

For the full list of program learning outcomes expected at the end of the degree, please see: <https://arts.ucalgary.ca/international-indigenous-studies/about/program-statement>

Upon successful completion of this Course students will be able to:

- draw upon Indigenous, Western and interdisciplinary approaches to human-animal studies

- critically analyze and decolonize aspects of the textbook
- read, find, explore and share Indigenous-based publications that can be added to create a more complete understanding of HAS, animal-human relationships and concepts of sustainability
- respectfully identify blended, parallel and transdisciplinary approaches to a holistic and interconnected worldview
- identify and integrate land-based approaches into course material and assignments

### **REQUIRED TEXTBOOK(S)**

Please acquire the textbook from the University of Calgary bookstore. Additional weekly readings will be posted on D2L.

DeMello, M. (2012). *Animals and Society: An introduction to human-animal studies*. Columbia University Press.

### **REQUIRED TECHNOLOGY**

This course will take place online via Desire2Learn (D2L) and Zoom. There will be an experiential land-based learning component to this course that will be discussed on the first day of class and details posted on D2L. Students who are unable to attend the land-based learning component will be assigned a self-led, land-based learning assignment. To succeed in the course, students are encouraged to participate in asynchronous learning tasks using the D2L learning environment and **to attend** regular synchronous Zoom sessions as well as in-person land-based learning opportunities. Zoom sessions will take place during the scheduled class time. When unable to participate live due to unforeseen circumstances, inform the instructor in advance and connect with a peer to discuss missed material.

Please come prepared with a:

- computer with a stable internet connection
- web camera and a good microphone (headset or built into the computer) for class meetings and presentations
- current antivirus and/or firewall software
- current and updated web browser
- word processing software (Word)
- computer software that enables viewing videos and listening to podcasts

During our regular class zoom meetings please add your full name below the video of yourself so that it is clearly visible to all in the class. Please have your camera turned on and microphone muted upon joining the class.

Zoom is a video conferencing program that will allow us to meet during scheduled class time for a “live” video conference, so that we can have the opportunity to meet and cover course material virtually. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed, or published without the instructor’s permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code](#)

of Conduct). When entering Zoom, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. The instructor may occasionally record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

### **COURSE COMPONENT WEIGHTS AND DUE DATES**

All assignments including the weekly reading response, seminar leadership material, evidence of participation, and the experiential learning assignment are to be submitted through D2L **before 11:59pm**.

COMPONENT	WEIGHTING	DUE DATES
Reading responses and reflection	20%	Weekly ( <b>Fridays at 11:59pm</b> )
Seminar leadership	20%	Date to be assigned to each group*
Participation	15%	Throughout the term
Land-based experiential learning assignment	45%	<b>Due December 6</b>
Total	100%	

\*Students will receive their seminar leadership and reading summary grades prior to the last day of class through D2L.

If a student misses a required course component, please get in touch with the instructor as soon as possible.

### **COURSE SCHEDULE & TOPICS**

DATE	TOPIC	READINGS
Week 1	Human-animal studies	Chapter 1 and reading/video posted on D2L <i>Reading response A submitted through D2L</i>
Week 2	Animal-human borders	Chapter 2 and reading/video posted on D2L <i>Reading response B submitted through D2L</i>

Week 3	Animals as teachers. The social construction of animals	Chapter 3 and reading/video posted on D2L <i>Reading response C submitted through D2L</i>
Week 4	Animals as providers. Human-animal economies and colonialism	Chapter 4 and 7 and reading/video posted on D2L <i>Reading response D submitted through D2L</i>
Week 5	Animals, science and reductionism	Chapter 9 and 17 and reading/video posted on D2L <i>Reading response E submitted through D2L</i>
Week 6	Week off in-lieu of land-based learning	No classes and no additional readings for those who attend land-based learning
Week 7	Animals as helpers.	Chapter 5 and reading/video posted on D2L <i>Reading response F submitted through D2L</i>
Week 8	Animals as healers.	Chapter 14 and reading/video posted on D2L <i>Reading response G submitted through D2L</i>
Week 9	Animal oppression and violence	Chapter 12 and 13 and reading/video posted on D2L <i>Reading response H submitted through D2L</i>
Week 10	Reading Week	No assigned reading
Week 11	Animals as messengers and protectors. The more-than-human	Chapter 15 and reading/video posted on D2L <i>Reading response I submitted through D2L</i>
Week 12	Animal protection and the law.	Chapter 19 and reading/video posted on D2L <i>Reading response J submitted through D2L</i>
Week 13	Paths forward and course conclusion	No assigned readings. Focus on final assignment.
Week 14	Final Assignment	Due December 6

Please note that the above schedule is tentative and may change as the need arises. Please refer to D2L for the most updated information.

### **READING RESPONSE AND REFLECTION**

Students will be asked to submit short reading responses and reflections on weekly readings/videos (half a page). Reading responses and reflections will be submitted through D2L at the end of each week and two randomly selected entries (worth 6% each = 12%) will be graded (all others will be scanned for completion = 8%). Students will be encouraged to share their entries to contribute to class discussions. APA is used as the referencing method throughout the course. The rubric used to assess the summaries will be posted on D2L and discussed prior to the first submission.

### **SEMINAR LEADERSHIP**

Students will sign up for leading one online seminar during the term (assigned dates and groups will be posted on D2L). Each seminar group is responsible to develop and deliver a seminar that will be beneficial to the class and final projects. Experimentation with methods that engage the class are encouraged. Groups may utilize visual aids, power point, art, videos and should incorporate a practical component where the class has time to practice the concepts learned. Please

familiarize yourself with zoom features in order to effectively deliver the workshop to the class.

Each group will be required to discuss their seminar and any related questions with me at least one week before the seminar delivery. Additional meetings with me are encouraged leading up to your seminar date.

Seminar material must be supported by academic literature using APA format.

Seminars require a **lesson plan, presentation material** and **at least 3 references from academic sources**. Additional material as well as the lesson plan should be submitted through D2L.

Seminar presentations will be assessed based on the following criteria:

- evidence that the group practiced the seminar prior to delivery (worked well together)
- group was able to collaboratively use technology to effectively deliver their presentation
- group engaged the class
- group developed and executed a detailed lesson plan
- group delivered information in creative ways and through the use of various mediums
- presentation was hands-on, practical and applicable to final projects
- group cited, referenced and incorporated sources by Indigenous authors
- group submitted seminar material, lesson plan and references (used APA and followed formatting specifications discussed during class and posted on D2L)

### **LAND-BASED EXPERIENTIAL LEARNING ASSIGNMENT**

The final assignment will be focused on land-based learning and will incorporate cumulative and detailed course material that contributes to decolonizing human animal studies and includes multiple Indigenous perspectives from literature. The assignment will also include a reflection on what was learned during the land-based learning experience (specific details will be provided in class and on D2L). Students can choose from various assignment formats (i.e. academic paper, journal entries, storytelling, recorded and transcribed story). Regardless of the format, all assignments require: a positionality statement, report on time spent on experiential learning (details to be provided in class), table of contents, reflection, citations and references drawing from Indigenous scholars, annotated bibliography, a decolonizing approach to APA citation usage and a practical component that can be used to support the land-based teachings from the Elder, an Indigenous community, the undergraduate research team or this course. The practical component of your assignment should strive to apply the teachings of reciprocity. Students will work toward completing this assignment throughout the term and the instructor will add weekly ‘To do’s’ on D2L to build the various components. The rubric used for evaluation will be posted on D2L under assignments. Students are encouraged to incorporate elements of their weekly reading responses and reflections as well as course readings.

### **PARTICIPATION**

Participation in class and during zoom sessions is a requirement in this course.

Participation comprises 15% of the final grade which includes: attendance, completion of weekly “to do’s” posted on D2L, participation in class discussions, peer-assessments, and active

participation in group learning. This course will be highly interactive and will include various opportunities for active engagement during each class session through talking circles, organized discussion in small and larger groups, small group work, engagement with Elders etc. Your participation will be assessed by your peers (method to be discussed during the first week of classes), and by your instructor. Required meetings with the instructor will be booked throughout the term to gather feedback from you for peer seminars and to co-develop your seminar. Your participation grade will be based on the consistency of your engagement, respect displayed toward all people involved with the course and the thoughtfulness of your contributions and on your interaction with others.

- √ Attendance 5% (First 2 absences that are missed do not result in a deduction – all following absences count toward a one-point deduction. Attendance during Friday seminar is especially important).
- √ Class participation 5% (submission of self-assessment and instructor observations, provided feedback to seminar group)
- √ Completion of ‘to do’s’ on D2L 5%

### **FINAL EXAMINATION**

There is no registrar scheduled final exam in this course

### **LATE PENALTIES**

Deadlines will be treated seriously. It is unfair to students who meet deadlines if those who have taken extra time are treated equally. Late assignments, those without an extension granted by the TA or instructor, will be docked 5% per day (including weekends). Papers more than 7 days late will not be marked and shall receive a mark of 0%. A description of the calculation of grades can be found below. A note of caution: computer failure is not grounds for an extension. Always back-up your work in order to avoid last-minute catastrophes. You have access to auto-backup cloud services through OneDrive – you are expected to use them. Please refer also to the policies on deferring term work.

Please talk to me in advance (minimum of 48 hours) if you feel you will be unable to hand in an assignment on time so that we can make alternative arrangements. Extensions will not be granted in the 48-hour period leading up to an assignment’s deadline, except in cases of an emergency and only if accompanied by supporting documentation. Learning to manage one’s time is a key component of university life, and students are expected to plan out their term work accordingly. I may refer you to an advisor for advice, particularly if you have missed a number of classes.

### **WRITING STATEMENT**

Written assignments are often required in International Indigenous Studies courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

**GRADING SCALE:** The following grading scale will be used:

The International Indigenous Studies Program uses the percentage conversion scale below. Your final grade will be converted to the University's official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49.99

These are the grade ranges and specific numeric values I assign to letter grades on D2L. An A+ is solely honorific, meaning that its grade point amount is the same as an A (4.0). I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

### **INSTRUCTOR GUIDELINES**

Students requiring assistance are encouraged to speak to the instructor during class or during their office hours. Should you wish to meet outside of office hours, please email to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually.

Email is a common form of communication, but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one-on-one meeting outside of these hours. These meetings will be held virtually.

Please be considerate of others and mute your sound upon entering the virtual classroom, also minimize other visual or audio distractions.

### **MENTAL HEALTH SUPPORTS**

International Indigenous Studies covers topics that can have elements that are emotionally difficult to talk about. The INDG website contains supports and resources for students that can be accessed both on and off campus.

Please see:

- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus>
- ◆ <https://arts.ucalgary.ca/international-indigenous-studies/contact/indigenous-supports-campus-0>

## **IMPORTANT POLICIES AND INFORMATION**

### **Supporting Documentation and the Use of a Statutory Declaration**

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

### **Absence From a Mid-term Examination**

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

### **Deferral of a Final Examination**

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

## **Reappraisals**

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

The University Calendar states that for reappraisal of academic assessments (final grades):

“A student may request a reappraisal of a final grade. The only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from [ucalgary.ca/registrar](http://ucalgary.ca/registrar) (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/current/i-3.html>

## **University Regulations**

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at [www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html).

## **Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

## **Plagiarism And Other Forms Of Academic Misconduct**

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

## **Required Access to Technology**

Please see the University's resource page at

[https://ucalgary.service-ow.com/it?id=kb\\_article&sys\\_id=86e7438013753ac06f3afb2e144b031](https://ucalgary.service-ow.com/it?id=kb_article&sys_id=86e7438013753ac06f3afb2e144b031)

## **Copyright Legislation**

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

## **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

## **Freedom of Information and Protection of Privacy (FOIP)**

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

## **Evacuation Assembly Points**

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at [www.ucalgary.ca/emergencyplan/assemblypoints](http://www.ucalgary.ca/emergencyplan/assemblypoints) and note the assembly point nearest to your classroom.

## **Faculty of Arts Program Advising and Student Information Resources**

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://arts.ucalgary.ca/advising) for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in room MT116 in the lobby of MacKimmie Tower.

### **Important Contact Information**

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997

Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

### **Campus Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

*SU Wellness Centre:* <http://www.ucalgary.ca/wellnesscentre/>

*Student Wellness Services:*

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

*Campus Mental Health Strategy website:* <https://www.ucalgary.ca/mentalhealth/>.

*Facebook Group for Indigenous Studies Program:* <https://www.facebook.com/groups/UC.IIST/>

*INDG Program Website:* <http://www.ucalgary.ca/indg/>

*Writing Symbols Lodge (Native Centre) Website:* <https://www.ucalgary.ca/nativecentre>

*Library and Resource Website :* <http://www.ucalgary.ca/library>

